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ABSTRACT

This guide to implementing a school volunteer program was developed for the 1995 Wisconsin Volunteer-A-Thon project, which was intended to encourage individuals, schools, organizations, and corporations to volunteer time to youth and education. Part 1 contains a timeline for the implementation of the project, a description of how to participate, pledge forms for schools and volunteers, and a reproducible certificate of appreciation. Part 2, "Adult Volunteers in the School," includes information on how to start, design, and organize a volunteer program; contains a sample school board policy on school volunteers; and includes a teacher's guide to using and recognizing volunteers, ideas for involving retired persons and planning intergenerational programs, and a discussion of risk management and resources for volunteer risk management. Part 3, "Youth Service-Learning," discusses service-learning contracts, the elements of effective service-learning activities, ways to integrate service learning into the curriculum, and other ideas for organizing community service projects. Part 4 contains eight appendices: A Family-Community-Schools Partnership Framework; a checklist for schools; and a sample survey of interest for volunteers; a sample volunteer screening reference letter; a sample of a volunteer's emergency information form; a sample volunteer's evaluation of a short-term school program form, and a sample of a school volunteer's evaluation of program form. (DR)

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Volunteer A Thon

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RSVP

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Volunteer A Thon

January 1995

Dear Volunteer Organizer:

School volunteers are a vital source of talent, of enthusiasm for learning, and of support for children, teachers, and school programs. The relationships established between students and volunteers of all ages help students learn more and schools gain more support from their communities.

You and your school or school district are invited to participate in the third annual Volunteer-A-Thon, an exciting statewide effort co-sponsored by Wisconsin Public Television, the Wisconsin Department of Public Instruction, and others to inspire volunteerism in, and support of, students and schools.

Wisconsin Public Television will air a special Volunteer-A-Thon program from 7 to 9 p.m., Sunday, April 9, to celebrate the good deeds and friendship that thousands of generous volunteers bestow on children, schools, and communities across this state every year. Last year's Volunteer-A-Thon raised over one million volunteer hours for schools and youth organizations throughout the state. This year's theme is "Have a heart. Volunteer."

We hope you will join this celebration by taking a few moments to review the valuable information about volunteer programs and policies contained in this Volunteer Resource Guide and by encouraging parents, students, staff, and community members to complete and return Volunteer Pledge Forms to Wisconsin Public Television.

What to do first? Review the contents of this guide and then complete and return to DPI the School Pledge Form on page 8 in this booklet. Be sure to include a rough "guesstimate" of the number of student and adult volunteer hours for your building during the 1994-95 school year.

This is a wonderful opportunity for parents, students, teachers, and community groups to join together for special projects or ongoing efforts in your schools. Please get involved in the Volunteer-A-Thon. Help us foster a communitywide sense of ownership in the schools and offer the next generation a unique chance to discover their own talents by helping others. Thank you!

Sincerely,

John T. Benson
State Superintendent
Wisconsin Department of Public Instruction

Byron Knight
Director of Television
Wisconsin Public Television

For additional information about volunteers in schools
or for additional copies of this booklet, write or call:

Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53702
608/266-9757 or 608/266-3569
1/800/441-4563

For more information about the **Volunteer-A-Thon** program,
write or call:

Volunteer-A-Thon
Wisconsin Public Television
821 University Avenue
Madison, WI 53706
608/265-3854

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Volunteer-A-Thon

Part I

Wisconsin Public Television's Volunteer-A-Thon

1995 Volunteer-A-Thon Timeline

Wisconsin Public Television, United Ways in Wisconsin, the Volunteer Centers of Wisconsin, the Wisconsin Department of Public Instruction, the Wisconsin Retired Senior Volunteer Program Staff Association, and Wisconsin Public Radio are partners in the 1995 Volunteer-A-Thon project to encourage individuals, schools, organizations, and corporations to volunteer time to youth and education. Major underwriters include Aid Association for Lutherans of Appleton, and CUNA Mutual Insurance Group.

The project will be introduced to schools, organizations, and corporations in January, and pledge forms should be sent in by those groups as soon as possible. The public promotion campaign will also begin in January and will culminate with the two-hour television special on April 9, 1995, 7-9 p.m.

January	Schools receive Volunteer-A-Thon booklets
March/April	Intergenerational training Contact Joyce Unke, CESA 5, 608/742-8811, ext. 281
April 1	School pledge forms due to DPI Volunteer pledge forms due to Wisconsin Public Television
April	Recognize and honor your volunteers • National Youth Service-Learning Day • Intergenerational Week • National Volunteer Week
April 6-7	Youth Service-Learning Institute at Chula Vista, Wisconsin Dells Contact Carole Klopp, CESA 2, 608/232-2861
April 9 (7-9 p.m.)	**Volunteer-A-Thon** airs on Wisconsin Public Television stations Adults and teenagers can still call in to volunteer hours for schools and youth organizations

How to Participate in the Volunteer-A-Thon

Why participate in the Volunteer-A-Thon? Whether you want to start a school volunteer program or enhance an existing program, use the Volunteer-A-Thon as a means to build lasting bridges of community support and involvement.

Following are suggestions to help schools successfully participate in the Volunteer-A-Thon.

- Make use of this resource packet. It includes lots of ideas, sample materials, and references for additional resources.
- Encourage the support and commitment of a wide variety of school and community groups, including teachers, parents, and local organizations.
- Request school board support in the form of a short resolution, a volunteer school board policy statement, or public acknowledgment at a regularly scheduled school board meeting (samples are enclosed).
- Distribute individual pledge forms to school offices and locations in the community.
- Compile the estimated number of volunteer hours in your building. Volunteer hours can be newly pledged hours or hours for individuals with continuing commitments. Return School Pledge Form with the estimated hours (page 8 of this packet) to the Department of Public Instruction.
- Conduct a Volunteer Support Awareness Day or Volunteer Appreciation Day at your school to say "thank you."
- Consider viable options to support the concept of youth service-learning whereby youth volunteer hours to serve the community.
- Attend regional or state training about volunteer programs or service-learning.
- Consider applying for a 1995-96 youth service-learning mini-grant (see page 26 for your CESA staff contact).

Pledge Form for Wisconsin Schools

Volunteer A Thon

Whereas, _____ School/District encourages the involvement of families/community members as school volunteers and learner supporters,

Whereas, _____ School/District supports students offering service to the community,

Whereas, _____ School/District will participate in the 1995 Wisconsin Public Television's Volunteer-A-Thon by continuing to create community school partnerships and encouraging volunteer efforts to help all learners,

Therefore, be it resolved that the _____ School/District will pledge the following volunteer hours for 1994-95 *(this can be an estimate of the total youth and adult volunteer hours in your school/district during the 1994-95 school year).*

School/District Address _____

Phone Number _____ County _____

Signature _____ Title _____ Date _____

Total Adult School/District Volunteer Hours

_____ Estimated total number of volunteer hours for the 1994-95 school year

_____ If known, estimate the number of hours above that were donated by retired persons

Example: The average parent or community member might volunteer two hours per week. If you have 150 people who are regular volunteers for a period of 38 weeks, the equation would be: 2 hours X 150 people X 38 weeks = 11,400 total volunteer hours for the 1994-95 school year.

Total School/District Youth Service Hours

_____ Estimated total number of youth community service hours

This would be the estimated number of hours students in your school/district have contributed to a meaningful activity such as church activities, tutoring a student, helping the elderly, etc.

For more information or assistance in completing this form, please call Ruth Anne Landsverk at (608) 266-9757 or Stan Potts at (608) 266-3569.

Each school principal is welcome to submit a separate form or one form can be submitted for the entire district.

Please return School Pledge Forms by April 1, 1995, to: Family-Community-Partnership Team
DPI Volunteer-A-Thon
PO Box 7841
Madison WI 53707-7841

Volunteer-A-Thon Pledge Form

Wisconsin Public Television, United Way of Wisconsin, the Volunteer Centers of Wisconsin, the Wisconsin Department of Public Instruction, the Wisconsin Retired Senior Volunteer Program Staff Association, and Wisconsin Public Radio are sponsoring this project to encourage individuals to volunteer time for youth and education. This means that adults and young people can volunteer in schools or with youth-related organizations in their area of the state.

Name _____ Student ❑ Retired ❑ Other ❑

Address _____

City _____ State _____ Zip _____

County _____ Telephone (home) _____ (work) _____

Volunteer-A-Thon estimated hours pledged during 1995 _____

Are you volunteering as part of a company, organization or school effort?

❑ Yes ❑ No

If yes, name of company/organization/school _____

Do you need placement?

❑ No Where are you currently volunteering? _____

❑ Yes Please complete the following.

I would like to be placed in: (Check one or both.)

Community ❑

Check area(s) of interest:

— Community/Neighborhood Center
— Prevention (Abuse/Drug & Alcohol/Gang)
— Childrens Day Care or Preschool
— Family Resource Centers
— Homeless Shelter
— Youth Club
— Recreation & Sports

Other ❑

School ❑

School name

Preferred grade level:

❑ K-3 ❑ 4-6 ❑ 7-8 ❑ 9-12

Area of interest (optional):

_____
_____
_____
_____

Deadline: Friday, April 1, 1995

For further information, call 608-263-9295.

Please send forms to: Tracy Ihm, ***Volunteer-A-Thon***, Wisconsin Public Television, 821 University Avenue, Madison, WI 53706. Please feel free to reproduce the form.

Watch Wisconsin Public Television's ***Volunteer-A-Thon***, Sunday, April 9 from 7:00-9:00 p.m.

Volunteer-A-Thon

Certificate of Appreciation

presented to

_____

for your contributions as a school volunteer

1994-95

_____
Signature

_____
Date

Part II

Adult Volunteers in the School

How to Start a Volunteer Program

Parents, senior citizens, and businesses are largely untapped resources for schools, yet many of them would be willing to help if asked.

A volunteer program in the school can

- reinforce the efforts of teachers.
- enrich the educational opportunities of children.
- supplement the curriculum by making available the talents and resources of the community.
- broaden community understanding of school needs and goals.
- promote school-community relations.

Volunteers contribute to successful family-school-community partnerships (see appendix).

First Steps

Examine your needs. How can school volunteers help?

Investigate the climate. Talk with teachers and other school staff about using volunteers.

Talk to representatives of the groups you want to involve in the school volunteer program, both as users of volunteers and volunteers. These include the school board, teachers, librarians, PTA, senior citizen groups, Chamber of Commerce, local service clubs, human services agencies, and local businesses.

Approach potential volunteers and their organizations early. Be specific about the kind of support and the number of volunteers you need.

Provide a brief article for the organization's newsletter and follow up your request with a letter of thanks.

Plan Goals and Organization

Select goals for your volunteer program that have specific, measurable objectives. Make sure you involve in the goal setting those staff who will work with volunteers. Also determine how you will measure results. If your goals are to raise student achievement in reading and math, reduce absenteeism in high school, or improve the community's attitudes and involvement in schools, how will you determine success?

Get written school board support for the school volunteer program. This support gives the program added prestige in the community. The volunteer coordinator should make periodic reports to the school board.

Plan your program. Write a job description for the districtwide school volunteer coordinator, preferably a paid position. What skills should this person have? Who will interview and screen volunteer applicants? Who will coordinate the volunteer program within each individual school? Who will receive the teachers' requests for volunteer assistance?

Write job descriptions for all volunteer tasks. Teachers and librarians should list the kinds of help they want and at which hours of which days.

Check on policies and laws relating to volunteers. Can volunteers ride the school bus, receive insurance coverage, serve in their own child's classroom, bring preschool children along on days they work at school, or receive free school lunches?

Learn the health requirements for school volunteers, such as tubercular skin tests or chest x-rays. Perhaps you can arrange to have volunteers take the health test at one site or arrange for transportation to a health clinic.

Establish a system for recording volunteer hours and types of contributions. Use the data to tell the community of your program's achievements and degree of involvement.

Maintain Volunteer Recruitment and Morale

Plan recruitment strategies. Some school volunteer programs produce their own leaflets and posters, some send letters to parents of students, and some leave printed bookmarks in the local library. Find out where other community agencies get volunteers and how and where other school volunteer programs recruit.

Maintain volunteer morale. The coordinator must keep in touch with volunteers and teachers who participate in the program and provide

ways for them to meet and discuss the program. Volunteer appreciation and recognition take many forms, such as thank you notes from teachers and students, formal recognition ceremonies and dinners, honor certificates, and workshop attendance.

Motivate volunteers. Job satisfaction is the best motivator; be sure the volunteer is matched well with the job. Invite volunteers to school social functions. Give more challenging work to volunteers who desire it. For example, volunteers may want to learn word processing to help with their work. A verbal thank you or short notes of praise sent to each volunteer are simple but effective ways of showing appreciation and building motivation.

Evaluate

Plan for a continuing evaluation of the program. Many of the results of a good school volunteer program cannot be measured—the change in a child's attitude toward learning, improvement in a student's self-image, the warmth of the volunteer-child relationship. All participants should be asked to evaluate the program from their own point of view. Evaluation results should point out the strengths and weaknesses of the program.

Establish a communications system. Types of communications include:

- personal and phone contact with coordinators and other program staff members
- meetings for volunteers to discuss their service and learn about the program and other opportunities
- a school volunteer newsletter or column in the school newsletter sent to all volunteers and program participants
- an annual report from the school board that the program "makes a difference"

These suggestions on how to start a volunteer program are adapted from *School Volunteer Program*, National Association of Partners in Education, 209 Madison Street, Suite 401, Alexandria, VA 22314 (703) 836-4880.

Sample Design and Organization of a Volunteer Program

The school district volunteer program is an organization of individuals who work in schools under the direction of principals, teachers, and other personnel to strengthen the school program or to enrich the educational experience of students.

The program is endorsed by the school board and the superintendent. Responsibility for organizing the program and establishing cooperative working arrangements with district staff rests with the district's coordinator of public information and volunteer program coordinator.

Responsibilities

Coordinator of Public Information

— Serves as liaison between individual schools and the public.

— Supervises the volunteer program coordinator.

Volunteer Program Coordinator

— Manages coordination between the central volunteer office and the schools.

— Recruits and supervises school volunteers.

— Trains and orients school volunteers.

— Promotes positive public relations between the schools and community.

— Evaluates the progress of the program (surveys, observation, periodic and year-end reports).

Principal

In individual schools, the principal serves as supervisor of that school's volunteer program and building coordinator.

— Informs staff members of the program and enlists their support.

— Assists in identifying the types of volunteer services needed by staff.

— Outlines specific school procedures volunteers should follow.

— Makes work space available to volunteers and provides access to lounge and restroom facilities.

— Meets with volunteers and staff to create team spirit.

— Assists in evaluating the services of volunteers.

Building Coordinator

The building coordinator works under the direction of the principal and in cooperation with the district volunteer coordinator.

— Processes requests for volunteer aid.

— Recruits and assigns volunteers.

— Keeps files and records of volunteer activities within the school.

— Confers with the principal and staff as necessary.

— Assists staff in using volunteers.

— Checks with volunteers who miss time or are unable to fulfill a specific assignment as scheduled.

— Arranges for recognition of volunteers within the school.

Teachers

Teachers should request and involve volunteers in the curriculum.

— Plan and direct the work of the volunteer.

— Notify the volunteer or volunteer coordinator if the volunteer will not be needed at the regular time.

— Release an unoccupied volunteer to help another teacher.

— Anticipate the information the volunteer will need to carry out assigned duties, i.e., where to find materials and how to set up an activity.

— Avoid assigning responsibilities beyond the volunteer's abilities.

— Expect the volunteer to be punctual, on task, and to accept direction from the teacher.

Volunteers

Volunteers should express interest in and acceptance of those with whom they work. Each volunteer is responsible for maintaining a professional attitude of mutual respect and competence.

— Offer supportive and supplemental service under professional supervision and direction.

— Are punctual and reliable in fulfilling assignments and notifying the school in case of absence.

— Become familiar with school and classroom policies and practices.

— Are willing to adjust to the teacher's way of doing things and follow directions.

— Attend information-sharing conferences as needed.

Using Community Resources and Recruiting Volunteers

Resource Areas

Community volunteers in the following resource areas will be recruited:

— Reading, math, and related subjects

— Students with exceptional needs

— Art, music, and physical education

Volunteers also will be recruited to serve as special enrichment resources in the areas of

— Occupations

— Special interests

— Special abilities

— Hobbies

Recruitment

Volunteers will be recruited using the following procedures:

— Involving school parent-teacher organizations

— Sending surveys to parents

— Making presentations at community organizations, such as service clubs and fraternal, social, and retired educators' groups

— Reaching out to the public through media advertising and surveying

Orientation

General orientation of volunteers will cover these areas:

— Confidentiality

— District policies

— Discipline procedures

Training

Volunteers will be specifically trained to:

— Conduct reading activities with students

— Tutor students, as directed by teachers

— Give special assistance to students with exceptional needs

Evaluation

Through interviews, questionnaires, and informal conversations, the following areas should be evaluated:

— Program's success at meeting the needs of children and job market demands

— Effectiveness of the orientation/training sessions

— Effectiveness of program procedures

— General effectiveness of the program

Contributed by the Janesville Public Schools, Janesville, WI.

Sample School Board Policy on Volunteer Helpers

Services of volunteers may be accepted by the board, the district administrator, central office administrators, and building principals and assistant principals.

Volunteers may come from all backgrounds and all age groups and may include any persons willing to give their time to help students and school staff. Volunteers may be involved in virtually every facet of the operation of the school district, working with students on a one-to-one basis or performing tasks not involving students. Duties may involve services to the libraries, classrooms, athletic events, music programs, field trips, and similar activities.

School personnel will identify appropriate tasks for volunteers and will plan inservice activities for them so they may become skilled in performing those tasks.

Volunteers will not teach but may reinforce skills taught by the professional staff.

Volunteers may not provide transportation to students in their personal automobiles for any school-sponsored activities.

For the purpose of the district's insurance program, volunteers will be required to make written application for specified services, and such services will be accepted in writing by the appropriate school personnel listed in paragraph one of this policy. The completed form will be retained in the files of the school official accepting the services of the volunteers, and a copy will be forwarded to the coordinator of volunteer services.

REF: Wisconsin Statute 118.29(2), Wisconsin Statute 118.295, Wisconsin Statute 120.12(2)

This sample school board policy is provided by Janesville Public Schools, Janesville, Wisconsin.

A Teacher's Guide to Using School Volunteers

The effectiveness of school volunteers depends largely upon the skillful guidance of the classroom teacher. The attitude of the teacher toward the volunteer can encourage and inspire, or it can discourage and defeat.

Following are some answers to questions teachers frequently ask when they consider using volunteers.

What are school volunteers?

School volunteers are the parents, students, senior citizens, service organization members, and community members who care about students and want to help the school district. They perform a variety of tasks, including reading to students, sharing hobbies and careers, and assisting with clerical or classroom duties.

Why do I need a school volunteer?

Some of your teaching ideas may require more than two hands to make them succeed. You may need more time to prepare special projects or exhibits, or spend time with a student who needs a little extra attention and someone to listen.

Can a volunteer lighten the load or enrich the curriculum?

Yes! Are there nonteaching jobs which require gathering and organizing material for the classroom or bulletin boards? Maybe you just need an extra set of eyes and ears.

Are volunteers trained and oriented?

All volunteers are required to attend an orientation meeting which explains what is expected of them, including areas such as confidentiality, organization of the program, and reliability. You may want to give additional training to help volunteers become familiar with the environment of your classroom.

What types of volunteers are available?

Academic long-term volunteers are assigned to a specific staff member and participate directly with students in an academic setting.

Short-term volunteers help in areas where assistance is needed for a limited time, including classroom projects, plays, or special study units held during the year.

Community resource volunteers are people with special interests, hobbies, or talents who can be called on to share their travels, careers, or other knowledge with students.

What are the responsibilities of volunteers?

Volunteers are directly responsible to the teacher and must notify the school if they will be late or absent. If a problem occurs, the teacher should address it immediately or contact the principal or the district volunteer coordinator if further action is needed.

The volunteers who come to school vary as greatly in their strengths and weaknesses as students do. They come with a real desire to help. With patience, respect, and guidance, they will work with the teacher to benefit students. That's what the school volunteer program is all about!

Contributed by the Janesville Public Schools, Janesville, Wisconsin

Teachers: Vital Links in the School Volunteer Program

The teacher who uses school volunteers is the most important link in the entire volunteer program. More than anyone else, it is the teacher who determines the success or failure of the volunteer program.

Tips to help teachers conduct a successful program

- Get to know the volunteer. Take advantage of his or her special interests, talents, and skills in the activities you plan.
- Assume responsibility for introducing volunteers to the school staff and students with whom they will be working.
- Explain your classroom's rules and basic management procedures.
- Explain the purpose and importance of tasks so the volunteer understands how his or her contributions will help.
- Let the volunteer watch your teaching techniques as you demonstrate activities for students.
- Encourage the volunteer to help plan activities or make suggestions.
- Say "we," not "I," to help the volunteer feel included.
- Plan specific and clearly defined activities for the volunteer.
- As abilities and strengths become apparent, increase the volunteer's responsibilities.
- Provide a regular time each week to plan with the volunteer.
- Make time to ask the volunteer for feedback about his or her progress or to answer any questions.
- Give directions and explanations in nontechnical terms but don't "talk down" to a volunteer.
- Give credit when it is due!
- Recognize the contributions of the volunteer through daily expressions of appreciation and encouragement as well as with certificates of appreciation presented at a school ceremony.
- Remember, there are some responsibilities that should NOT be delegated to a volunteer:

— diagnosing
— consulting with parents
— evaluating on a formal basis
— prescribing
— providing initial instruction
— disciplining students

Contributed by the National Association of Partners in Education, Inc., 209 Madison Street, Suite 401, Alexandria, VA 22314 (703) 836-4880.

Teacher Request for Volunteer Service

Teacher's Name	Grade	Date of request

Position	Days volunteer(s) needed

Time of day volunteer(s) needed	Amount of time needed

Activities for Volunteers

Academic

- ❑ Listen to students read.
- ❑ Conduct flash card drills.
- ❑ Tell stories to students.
- ❑ Help students use IMC resources.
- ❑ Tape record textbooks so that students who have reading problems can listen to cassettes as they read their assignments.
- ❑ Assist in science and math labs.
- ❑ Help in vocational classrooms and labs, such as agribusiness, business/ marketing, FACE, and technology education classes.
- ❑ Help students who have been absent make up missed work.
- ❑ Assist non-English speaking students in expanding their vocabulary/ conversation.
- ❑ Play instructional games.

Exceptional Needs

- ❑ Work with underachievers.
- ❑ Prepare tactile material for visually impaired students.
- ❑ Assist special education teacher in giving students extra drill and reinforcing concepts.
- ❑ Help students share their own experiences, such as what it is like to be a person with a disability and how the disability impacts on relationships and career choice.
- ❑ Work on perceptual activities.
- ❑ Work with children with disabilities.
- ❑ Assist special education teacher giving students extra drill and reinforcement of concepts.
- ❑ Help students with motor skill problems.
- ❑ Reinforce specific skills.
- ❑ Talk to children; be a friend.
- ❑ Help with handwriting practice.

Enrichment

- ❑ Prepare bulletin boards.
- ❑ Make props for plays.
- ❑ Gather resource materials.
- ❑ Help students with keyboarding.
- ❑ Help students with arts and crafts.
- ❑ Make lists of resource materials.
- ❑ Discuss careers, training opportunities, and college selection.
- ❑ Bring in community resource people to speak on experiences and expertise.
- ❑ Describe personal participation in political campaigns and local history.
- ❑ Encourage and assist in fine arts.
- ❑ Help student with foreign language.
- ❑ Play musical instruments for students.
- ❑ Dramatize a story.
- ❑ Discuss/participate in special occasions/ holidays.
- ❑ Demonstrate hobbies, pioneer crafts, and special interests.
- ❑ Provide time to illustrate, organize, and print writing projects.
- ❑ Assist staffs of student publications, yearbooks, newspapers, and AV productions.
- ❑ Show personal slides.

❑ *Other*: Please use this area to further clarify your request or to explain a need not on the check list.

I understand that this request is not a guarantee of receiving volunteer help as the availability of volunteers varies.

Name of School

Teacher's Signature ➤	Date

Principal's Signature ➤	Date

Contributed by the Janesville Public Schools, Janesville, Wisconsin

Give Recognition to Volunteers
(and teachers, parents, and students)

Almost everyone appreciates recognition for a job well done. Showing appreciation to volunteers, teachers, parents, and students contributes to their continuing to perform on at a high level of efficiency and contentment. Here are ways to show recognition and sensitivity toward volunteers in school.

- Smile
- Greet by name
- Send a birthday card
- Say "We missed you"
- Take time to talk
- Promote a Volunteer of the Month program
- Surprise with coffee and cake
- Greet volunteers when they come to help
- Maintain safe working conditions
- Have a volunteer suggestion box
- Arrange for discounts
- Award plaques to sponsoring clubs/groups
- Take time to explain fully
- Hold rap sessions
- Place recognition article in newsletter
- Give adequate orientation
- Invite to school functions
- Say "thank you"
- Send letter of appreciation to employer
- Nominate for volunteer awards
- Welcome to staff coffee breaks
- Encourage administrators to talk with them
- Ask for a report
- Be pleasant
- Give them challenging jobs
- Enlist to train other volunteers
- Send a holiday card
- Use as consultants
- Enable to grow on the job
- Enable to grow out of the job
- Maintain file of volunteers
- Provide inservice training
- Have a public reception
- Give additional responsibility
- Provide a nursery
- Respect their preferences

Ideas for Involving Retired Persons in the Schools

The Benefits

Intergenerational programs—bringing youth and older adults together—can become natural in schools.

An intergenerational partnership

- brings experience to those who need experience.
- creates mutual understanding through dialog and face-to-face contact.
- promotes school as a learning center for all ages.
- promotes positive older adult images to youth.
- brings lessons of the past and real-life experiences into the classroom.
- offers older adults an opportunity to contribute.

Program Ideas

Tutoring. Retired persons tutor students on a one-to-one basis or in small groups in reading and other subjects.

Room Grandparents. This is a new concept at the elementary level that goes beyond just tutoring. The "grandparents" spend time with the students on a more informal basis than tutoring. They bring a wide variety of cultural and educational experiences into the classroom once or twice a week.

Mentorships. Volunteers work with talented and gifted students on special projects.

Computer Laboratory Assistant. Volunteers with computer knowledge and experience can tutor students.

Folk Fair. This day-long activity in a school gymnasium allows 30 to 40 retired persons to share their crafts, arts, skills, and music with the students. This is an excellent way to keep alive cultural and ethnic heritage.

Apprenticeships. Volunteers work with small groups of students on a regular basis—perhaps after school— in a concentrated craft, hobby, or interest area.

Teaching Arts and Crafts. Volunteers help students with arts and crafts projects in classes or small groups.

Musical Presentations. "Kitchen bands," musical groups, and individual musicians share their talents and skills with students.

Aging Seminars/Discussion Groups. Older volunteers discuss their personal history and attitudes about growing older or discuss current events issues with middle school students. Volunteers go to classrooms and talk to small groups of students for one or two sessions.

Oral History. Volunteers come into the classroom to talk about what schools were like in their day and on other topics of interest to students. They may bring memorabilia to show.

Storytelling. This is somewhat different from relating oral history, as favorite stories from the past are told in a dramatic fashion.

Friendly Listener Projects. Volunteers are matched with third- through fifth-grade children who are either home alone after school or who desire the contact of a "grandparent." The children call the volunteers when they get home from school or when they have a problem. There are opportunities here for volunteers, parents, and students to get acquainted and to get to know each other better and thus establish lasting relationships. Screening and training are provided to the volunteer. School supervisory staff and principals are involved.

Media Center Helper. Volunteers check out books, read stories, and perform other duties as needed.

Teacher's Helper. Volunteers make bulletin boards and booklets, correct papers and workbooks, and help the teacher with other paperwork. Many of these activities can be done at home.

Special Education Projects. Volunteers make learning materials for special education programs.

Getting Started

Contact your county Commission on Aging for information on linking up with older adult volunteer programs, such as RSVP (Retired Senior Volunteer Program); form a study committee; bring in appropriate resource persons from area agencies; or design a pilot program in your school. Three good contacts at the state level include:

Community Education Program
Wisconsin Dept. of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 266-3569

Retired Senior Volunteers Program of Dane County
517 North Segoe Road
Madison, WI 53705
(608) 238-7787

Wisconsin Intergenerational Network (WIN)
P.O. Box 5171
Madison, WI 53705-0171
(608) 238-7936

Planning Your School's Intergenerational Program

Schools are natural settings for intergenerational activities and communication, retired persons are natural resources for intergenerational programs. Many retired persons live within walking distance of the neighborhood school. They have the potential of being important educational resources to students in a variety of curriculum areas. Too often in our society, retired persons are "put out to pasture." The time, knowledge, energy, and incredible list of skills and experience they have that could be passed on to the younger generation too often go untapped.

If our older citizens are involved and knowledgeable about schools today, they are much more likely to support them. In many districts, nearly 75 percent of the taxpayers do not have children in the schools. The over-60 population will soon reach 22 percent of the total population. The importance of enlisting the interest and support of these older citizens in support of school budgets is evident.

Assess Interest

Some questions to ask before planning to undertake projects that would involve bringing retired persons into the schools are:

- Are administrators, teachers, school board members, and parents interested in the concept?
- Are there individuals who are willing to serve as a catalyst to bring school staff and community people together to do planning?

If an interested person is willing to assume the role of catalyst and there is approval to go ahead, the next step is to start networking with retired persons and the organizations that work with them in the community.

The teachers' interest is fundamental as they will have the closest contact with the retired person. Without an enthusiastic response from the teachers, there is no point in going further. The principal's voluntary participation is also necessary. These programs must have interest and support from the grassroots level to the highest administrative position to be successful.

To develop a successful program, start with a needs assessment, joint planning, shared responsibilities, and an atmosphere of trust among participants. Members of the network must be willing to share ideas and "give them away." If these elements are incorporated, the participants of your network will feel ownership of the program and will work hard to promote intergenerational activities.

After a planning committee has been formed, the roles of all members must be identified and defined. What those roles will be depends on the level of involvement the group decides to undertake.

Involvement Varies

Levels of involvement can vary. In many locations, some intergenerational contact at a minimal level has already been occurring. Older people, through clubs or nursing homes, have been coming into the schools on a sporadic basis to provide a single program in the form of idea exchanges, discussion sessions, oral history, or musical presentations. A distinction must be made between activities that are mostly social and those that are ongoing.

Other involvement may include establishing a volunteer program where youth provide chore service or "friendly visiting" to retired persons in the neighborhood. A third area of involvement is services for retired persons in the school. These involve lunches, invitations to school activities, and educational opportunities.

Suggestions for setting up an ongoing volunteer program include:

1. Conduct an inservice session explaining the concept to teachers and support staff.
2. At a later date, have teachers make written requests for specific volunteer assignments, stating times needed and job descriptions. Provide training to teachers in working with volunteers and on aging issues.
3. Form a working committee for each school or for the district as a whole. Include parents, retired persons, teachers, a principal, and/or community representatives. The committee will plan, recruit, publicize, and assist in implementing projects.
4. Appoint a staff volunteer coordinator for each school. The coordinator will take requests

from teachers and forward them to the cooperating community agency or will recruit volunteers on their own.

Successful Programs

Features of successful, longtime intergenerational projects are:

- Networking with community agencies and individuals from outside the school.
- Joint planning, shared responsibility, and shared credit. These lead to a sense of ownership of the program, which is necessary if the program is to continue after the "catalyst" has moved on.
- Start small, be flexible, and give the program time to evolve. Programs sometimes take two to three years to get established.
- Evaluate the program honestly. This will show you the strong points and help you improve the weak points.

The benefits that result from these projects far outweigh the cost of the extra effort, time, and, sometimes, funds that need to go into them to make them work.

Retired persons gain self-esteem and feel needed and appreciated when they become involved in helping students. The students gain appreciation for cultural heritage and history and receive help with the basics through these projects. They also gain in self-esteem from the shared friendships and the individual attention. Teachers benefit from the assistance and enrichment that volunteers provide. The school reflects the warmth and caring that results from having retired persons become a part of the life of the school.

Community Benefits

Further benefits to the community are the breaking down of age stereotypes and the bringing together of ages that have been segregated from one another. The result is a neighborhood or community that cares about its members and does not pit one age group against another for scarce resources.

Volunteer Risk Management:

An Ounce of Prevention is Worth a Pound of Cure

Volunteer programs, like other school projects, must have sound planning, policies, and regulations. This must be combined with a risk management plan for your anticipated or current volunteer program. This sheet provides some basic suggestions as you consider developing risk management guidelines. Overlooked in some cases is the importance of considering legal issues, volunteer liability, and risk management procedures. You should be concerned about the safety and well-being of the children involved, volunteers, and the sponsoring agencies/organizations/schools. This suggests that you develop and institute policies and procedures that protect all involved This is especially true when involving vulnerable populations. Programs need to consider the following essential elements in designing projects that will provide these safety features:

Volunteer Screening

- Will there be character references provided?
- Will a police check be necessary (state, county, and local)?
- What are you legally permitted to ask on an application regarding arrest or conviction record?
- Do you need to conduct psychological testing?

Policies on Activities

- Will there be in-home activities? If so, will any restrictions apply?
- Will there be inservice, support groups for volunteers, and on-going monitoring by staff?
- Will staff be trained to notice "red flags" when interviewing or monitoring volunteers?
- Will staff be trained on pedophilia or other sexual abuse subjects?

Risk Management

- Will there be a self-evaluation of risks that may occur to client, volunteer, or agency?

Volunteer Liability

- Will staff and board be trained on legal issues, e.g., negligence?
- Will there be a plan of action in place to handle allegations of abuse by a volunteer?
- Will you know what to do if you are sued?

State/Local Statutes

- Are there age limitations in your state for youth volunteers?
- What other state/local statutes should you know about that affect volunteers?
- Do volunteers need to be tested for hepatitis, TB, etc.?

Community Standards

- What is the norm in your community for policies and procedures on screening, training, and monitoring volunteers?

Source: This article is from *Intergenerational News*, RSVP of Dane County, 517 North Segoe Road, Madison WI 53705

Resources for Volunteer Risk Management

"Criminal History Checks," "Managing Legal Liability for Corporate Volunteer Programs," "Succeeding with Volunteer Transportation," "Answers to Volunteers' Liability and Insurance Questions." *Community Risk Management and Insurance Newsletter*. National Center for Community Risk Management and Insurance, 1818 L Street, N.W., Suite 505, Washington, D.C. 20036-5104. Telephone: (202) 785-3891. FAX: (202) 466-5722.

Minnesota State Office on Volunteerism. "Planning it Safe: How to Control Liability and Risk in Volunteer Programs," $17.95 + $2 s/h. Minnesota Bookstore, 117 University Avenue, St. Paul, MN 55155. Telephone: (612) 296-4721.

"Volunteer Management in Maryland: Legal Liability and Insurance," $2.25 + $1.25 s/h. Governor's Office on Volunteerism, 301 W. Preston Street, 15th Floor, Baltimore, MD 21201.

Source: This article is from *Intergenerational News*, RSVP of Dane County, 517 North Segoe Road, Madison WI 53705.

Part III

Youth Service-Learning

Wisconsin Vision for Youth Service-Learning

Wisconsin will provide students with the opportunity to become productive and responsible citizens through youth service.

The Corporation for National and Community Services, a federal Congressional initiative to encourage youth volunteerism, is entering its third year of awarding "Learn and Serve America" grants to states to support the development of youth service-learning programs. In 1994-95, DPI will distribute through its 12 CESAs $260,861 to Wisconsin school districts conducting youth service-learning programs.

Youth Service-Learning in Wisconsin

- helps students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and the community;
- is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what he or she did and saw during the actual service activity;
- provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- extends student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Learn and Serve America—The Test

Use this "test" to help determine if a project is a service-learning activity. These questions are intended to act as a guide in making an informed decision about your service-learning project.

- Are the students involved in the planning of the project? Are community groups/agencies/organizations partners in the project? In what way?
- Is the service meeting a "real" and meaningful community need? How is the need determined and identified?
- Is the service activity connected with class room learning/curriculum? What about after school projects?
- Is there an opportunity for students to reflect on the experience? Do the students talk or write about what happened? How are the students involved in the planning and evaluation of the next project?

CESA Contacts

The following staff members from the Cooperative Educational Service Agencies (CESAs) can provide assistance for schools seeking more information about Learn and Serve America.

Jim Heiden
CESA 1 (414) 546-3000
West Allis

Carole Klopp
CESA 2 (608) 232-2860
Madison

Gary Baxter/Mark Strohbusch
CESA 3 (608) 822-3276
Fennimore

Lynn Mullins
CESA 7 (414) 492-2900
Green Bay

Nancy Estrem-Fuller
CESA 8 (414) 855-2114
Gillett

Candy Harshner
CESA 9 (715) 723-0341
Tomahawk

John Cavanaugh
CESA 10 (715) 723-0341
Chippewa Falls

Cindy Becker
CESA 11 (715) 822-4711
Cumberland

Dan Livingston
CESA 12 (715) 682-2363
Ashland

A Sampler of Projects

Youth aren't just voiceless users. They can be part of community solutions for a better tomorrow. Youth must be thought of as leaders, thinkers, doers, sharers, creators, and thus, offered opportunities to make positive change.

By re-thinking how children succeed in school, service-learning is a natural "fit." Students are able to retain information and improve their understanding through experiential learning, especially through service to others. Students can acquire an appreciation for service learning, especially through service to others.

Students acquire an appreciation for service at **McFarland** Indian Mound Middle School by performing home chores for elderly people with disabilities. High school students in **Wisconsin Rapids** assist second-grade students to plan for "service-at-home," and 25 high-risk students in the **Flambeau** district renovated a run-down movie house into a community theater as a summer project.

These and hundreds of other projects throughout Wisconsin demonstrate that Wisconsin youth, when given the opportunity, can make a difference in their communities through service, sharing, and pride.

As a result of the 90 federal Learn and Serve America grants awarded in 1993-94, more than 9,500 students participated in service-learning activities such as the following.

- Two hundred **Cedarburg** students helped in an adult literacy center, the humane society, city hall, and local hospitals.
- In **Germantown**, 150 at-risk middle school students offered tutoring for a "Teachers for Tomorrow" program.
- In **Wauwautosa**, middle school students studied their community and developed an improvement plan that resulted in service for the local libraries, the mayor's office, Tosa Recycles, the local Mothers Against Drunk Driving (M.A.D.D.) Chapter, PTA, and local nursing homes.
- Students in **Cambridge** manage a lake water management project.
- **DeForest** alternative school students offered lawn/leaf cleanup for senior citizens, adopted a family for the holidays, and helped the DNR at an environmental center.
- Students at **Holmen** presented "Kids on the Block" to increase awareness about disabilities and diversity for other students, sponsored a party for Head Start children, and coordinated existing service projects such as SHARE (peer helpers), Project PALS, and Big Friends.
- Sixty-five **West Salem** students planned and implemented peer helping, clowns for prevention, National Honor Society, and student council.
- **Webb** High School integrates service-learning with all 750 students with thematic/integrated instruction.
- The entire **Fall River** High School planned a drug awareness week as part of the social problems curriculum.
- **Adams-Friendship** High School students tutor low-achieving elementary students.
- **Ashwaubenon** students established a senior citizen prom in conjunction with the high school prom.
- **Shawano-Gresham** students volunteer for community events, such as park clean-up, nursing home visitations, and home chores for older adults.

This list only partially illustrates how students serve their communities throughout Wisconsin as a direct result of Learn and Serve America—Wisconsin style.

A number of community-based organizations operated successful service-learning projects, including volunteer centers in Waukesha, Milwaukee, Ozaukee, Marathon, and Brown Counties; the Volunteer Center of Greater Milwaukee; Dane County RSVP; Wisconsin 4-H Foundation; the Town of Vernon; the Wisconsin Community Education Association; and Briarpatch in Madison.

For more details or to be considered for a 1994-95 Learn and Serve America grant, contact your CESA representative.

Core Elements of Effective Service-Learning Activities

What essential core elements do effective service-learning programs contain? Following are some tips from the National Youth Leadership Council to help ensure that your program is successful.

Orientation and Training for Students

Topics

Prior to service, students should learn about

- responsibilities of the actual service work
- the individuals to be served
- social/contextual issues related to the service
- the service site (agency/school purpose, functions)
- problem-solving around difficult situations that may arise
- group-building among participants

Meaningful Service

Program Design Questions to Consider

- Are programs designed around real community needs?
- Are the students significantly involved with the school and agency placement contact people in defining and designing the service experience?
- Are the school and agency placements committed to the program goals and willing to work in partnership to achieve them?
- Is the service work engaging, challenging, and meaningful for the student?
- Do the school and agency contact people work effectively with students?

Structured Reflection

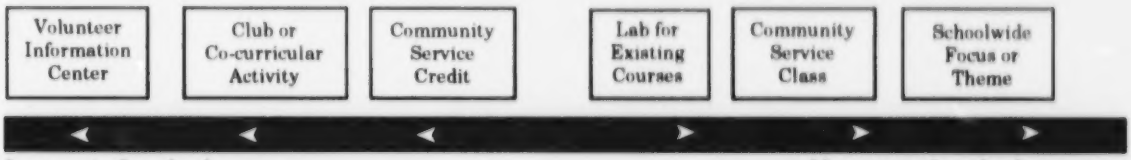
The Benefits of Service-Learning

- Guards against reinforcing inaccurate perceptions/biases by providing a "reality check"
- Provides real-life opportunities for problem-solving
- Educates on general issues related to the service (i.e., family, socio-economic, cross-cultural, developmental issues in cross-age mentoring programs)
- Clarifies values as students confront new situations
- Integrates service and related learning with the rest of one's life
- Builds community among participants

Contributed by the National Youth Leadership Council (NYLC), 1910 West County Road B, St. Paul, MN 55113.

Integrating Service Learning into the Curriculum

The following continuum represents a movement from a curriculum involving least-integrated service activities on the left to a curriculum involving most-integrated service activities on the right.


Volunteer Information Center
Club or Co-curricular Activity
Community Service Credit
Lab for Existing Courses
Community Service Class
Schoolwide Focus or Theme
Less part of a school program
More part of a school program

Youth Service Curriculum Ideas

Volunteer Information Center

The center is a place in the school where students can learn about volunteer opportunities to be completed before or after school.

Club or Co-curricular Activity

The student performs community service under the auspices of an after-school club or activity. Some clubs, such as the high school Kiwanis Club, focus on service while others, such as the Honor Society, consider service as one component. Schools typically provide a faculty advisor, sometimes as a volunteer and sometimes as a paid staff member.

Community Service Credit

Schools offer credit for those who earn it according to pre-established guidelines. In some schools, credit is earned for an established number of hours. In others, students are required to perform a specific number of hours in order to graduate.

Laboratory for Existing Courses

Students perform service as a way to gather, test, and supply the content and skills of an existing school course. For example, students may gain direct insight into a social problem by helping to alleviate it. Math or French students may test and expand their skills by teaching them to younger children, or interior decorating students may offer their decorating talents to an elderly couple.

Community Service Class

This is a course that exists as an integral part of the school's academic program. Community service is combined with classroom experiences in which the emphasis is on providing information, skills, and generalizing principles to help students learn from their experiences and to operate more effectively in their service assignments.

Community Service as a Schoolwide Focus or Theme

This is when the idea of community service permeates the school's total curriculum. The strength of this approach is that community service is not just the isolated activity of a few motivated students but a repeated and integral part of the school experience for all. What this model shares with others is that students are practicing the humane application of knowledge, discovering that education is not just something one gains but something to be used to improve the lives of others.

Contributed by the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113

Outcomes of Youth Service-Learning

Many Wisconsin schools provide youth service opportunities for their students. However, these opportunities are fragmented, often with little chance for students to reflect on the learning process. The intent is that educators will understand and come to an agreement regarding the value of incorporating youth service into the curriculum.

Since little research is available, defining and developing service-learning outcomes is a challenge. The outcomes listed here have evolved through discussion with practitioners and observation of student learning.

These service learning outcomes were contributed in a position paper from the National Service Learning Initiative, 1990, and from the Minnesota Department of Education, 1987.

Service Outcomes

- development of strong values
- a sense of personal worth and competence
- positive self-esteem
- a willingness to explore new roles and interests
- a willingness to take healthy risks—acceptance of fresh challenges
- acceptance of the consequences of behavior
- ability to take responsibility for problem-solving
- sense of the obligations of public life in a democratic republic

Intellectual Development and Academic Outcomes

- basic academic skills such as reading, writing, calculating, speaking, and listening
- problem solving, reviewing choices, analytical criticism
- learning-from-experience skills, such as observation, questioning, knowledge
- application, summarizing, testing, and assessing results
- motivation to learn and retain what has been learned

Social Growth and Development

- concern for the welfare of others
- social responsibility
- political strategies
- civic participation
- exploration of service-related career paths
- sensitivity toward people from a wide range of backgrounds
- development of character, judgment, insight, understanding of ethos, sensitivity to underlying themes

Service-Learning

- students learn more easily
- curriculum enriched
- schools, families, and communities brought together
- meaning of democracy enlivened
- role of the student and school recast
- course work put in context
- active learning encouraged
- relevance to all aspects of the academic curriculum taught
- students prepared for full-time work assignments

Tips for Organizing Your Youth Service-Learning Program

Teaching our youth about the real world is an important challenge facing all educators. Most would agree that the more we take the classroom into the community, the better students will learn to appreciate how their educational experiences relate to real life. In addition, these experiences help build self-confidence, knowledge about the community, and a personal satisfaction in helping the community become a better place for all citizens.

Emerging in Wisconsin and across the nation are many new efforts to promote the role of youth as active partners in community improvement. Youth community service programs are worth looking at. The emerging model in several Wisconsin school districts is a board of education requirement that students in high school do community service volunteer work in order to graduate. The Burlington, Manitowoc, Menasha, and Luck school districts have such requirements in place.

It is important that students, teachers, administrators, and the community be active partners in planning a youth community service program. The following are helpful hints on designing and organizing this type of program:

Make sure that a volunteer experience is meaningful for both the student and community partner. Offer an opportunity for students to reflect on the experience to discuss why they participated and the significance of the activity

Design experiences on a sustained basis rather than a one-time-only assignment.

Link the community service experience directly to a regular instructional program in the school. One of the primary goals is to help the student see the connection between school work and community living. Teachers should be involved in the design and supervision of these experiences.

Tie the community service experiences to real community needs in which the volunteer can make a meaningful contribution. The program is not intended to be job training

Allow students maximum flexibility in choosing assignments and initiating contacts within a framework of school supervision and board policy. One of the purposes of the program is to encourage self-initiative and help build student confidence in seeking out meaningful community experiences.

Looking for more information on youth service ideas? One of the best contacts is the National Youth Service Leadership Council (NYLC), 1910 West County Road B, St. Paul, MN 55113 (612) 631-3672.

Source: Stan Potts, Consultant, School and Community Relations, Wisconsin Department of Public Instruction, Madison, WI

Community Service Project Ideas

The following is a list of potential community service projects a district may want to consider. For additional details, contact Chuck Ericksen, Community Education Director, Flambeau Schools, P.O. Box 85, Tony, WI (715) 532-7760.

- Tutor students who have difficulty in a particular class.
- Participate in a bike- or walk-a-thon for a charity.
- Develop an animal shelter awareness project.
- Donate holiday presents to the needy.
- Bake cookies for visits to a nursing home.
- Shovel snow for the elderly.
- Raise funds for humanitarian or environmental groups.
- Clean up playgrounds in the community.
- Read aloud to kindergarten students.
- Improve community parks.
- Sponsor a community dance.
- Develop and promote school improvement projects.
- Help with parent-teacher organization projects.
- Sponsor a senior citizen prom.
- Produce a video of school or community activities.
- Create a booklet or pamphlet that provides information regarding an issue concerning the community.
- Write articles for the school or community paper.
- Write a student-consumer guide to advertising.
- Conduct recycling drives.
- Study and monitor water quality and pollution to streams or radon gas in basements.
- Initiate river cleanup projects.
- Create a play dramatizing an issue concerning the community.
- Develop and promote a school or community beautification project.
- Provide child care for a community event.
- Design and participate in library enhancement projects.
- Initiate a wildlife restoration project.
- Promote tree planting and soil conservation.
- Provide drunk driving awareness.
- Paint homes for the elderly.
- Give presentations to community groups.
- Provide entertainment for populations with special needs.
- Provide landscaping services.
- Conduct a health or safety program for young children.
- Work with the Salvation Army, Toys for Tots, or a time-out shelter.
- Collect food for the needy.
- Provide activities for children in before- and after-school programs.
- Assist teachers at day care centers or Head Start programs.
- Help younger children learn more about computers.
- Provide a "circle of friends" for a child with a disability.
- Teach English to a child who does not speak English.

Publications

Youth Service: A Guidebook for Developing and Operating Effective Programs: Dan Conrad and Diane Hedin. Independent Sector, 1828 L Street, NW, Washington D.C. 20036 (202) 223-8100.

Model Learner Outcomes for Youth Community Service. Minnesota Department of Education (1992) #E741, Minnesota Educational Services, Capital View Center, 70 West County Road B-2, Little Canada, MN 55117. (612) 483-3332.

Growing Hope: *A Source Book on Integrating Youth Service into the School Curriculum*. James Kielsmeier and Rich Willits. National Youth Leadership Council (NYLC), 90 West County Road B, Roseville, MN 55113.

All the Difference: Youth Service in Minnesota. A videotape about Minnesota's service program (28.45). Contact Mary Jo Richardson, Minnesota Department of Education, (612) 296-1435, or a copy is available from DPI at (608) 266-3569.

Community Education: Building Learning Communities. National Community Education Association, 119 North Payne Street, Alexandria, VA 22314.

Improving Opportunities for Underachieving Minority Students: A Planning Guide for Community Action. Dissemination Office, Center for the Study of Evaluation, UCLA Graduate School of Education, 405 Hilgard Avenue, Los Angeles, CA 90024-1522. $11 plus $2.50 postage.

Community Education: *A Resource and Planning Guide*. Provides information on how to start a community education program. Call 1-800-243-8782.

Families in Education Packets and the handbook, "Families and Education: An Educator's Resource Guide for Family Involvement," available for sale from the Wisconsin Department of Public Instruction, 1-800-243-8782.

Organizations

National Association for Partners in Education
209 Madison Street, #401
Alexandria, VA 22314
(703) 836-4880

National Youth Leadership Council
1910 West County Road B
St. Paul, MN 55113
(612) 631-3672

Volunteers of America of Wisconsin, Inc.
W255 N499 Grandview Blvd., Suite 310
Waukesha, WI 53188
(414) 524-8533

The Corporation for National Service
(PL 103-82). The Corporation can be contacted for further information about the act and funding at (202) 606-5000 or FAX (202) 606-4906.

Families in Education
Wisconsin Dept. of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-3569

League of Schools Reaching Out
Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

National Community Education Association
119 North Payne St.
Alexandria, Virginia 22314
(703) 683-6232

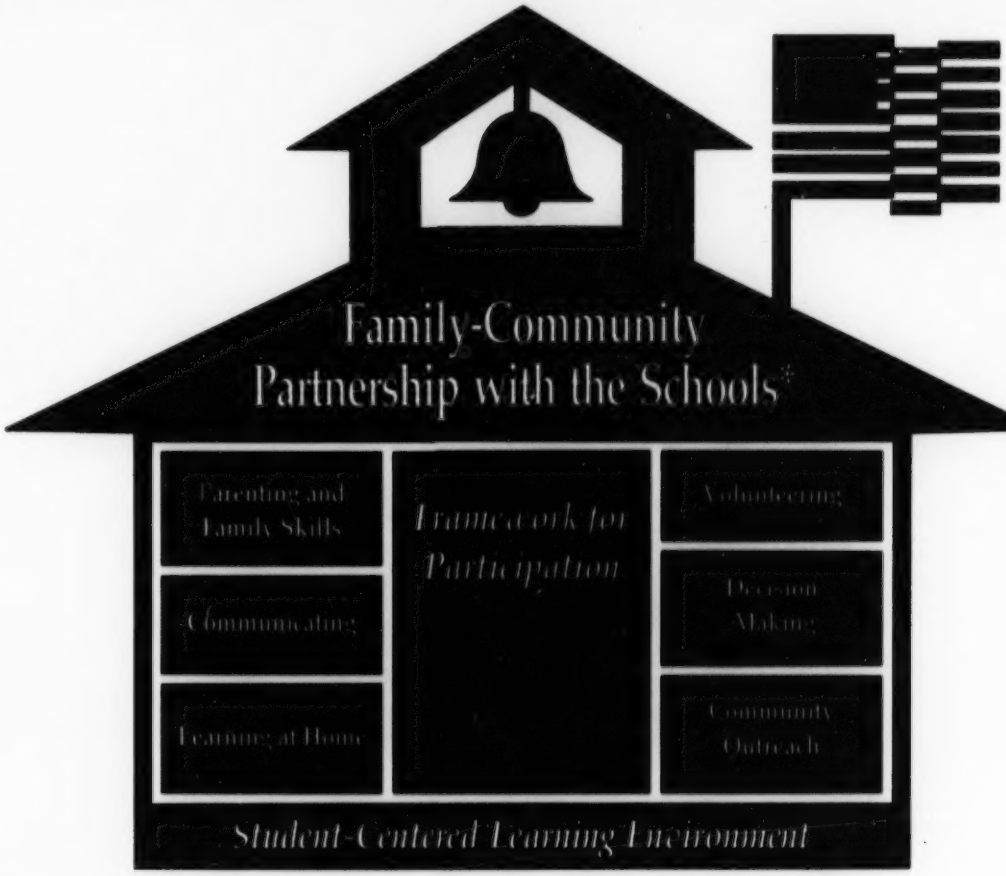
Center for Parent/Community Participation
San Diego County Department of Education
Rm. 407
6401 Linda Vista Road
San Diego, CA 92111
(619) 292-3620

Wisconsin Intergenerational Network (WIN)
P.O. Box 5171
Madison, WI 53705-0171
(608) 238-7936

Retired Senior Volunteer Program of Dane County
517 North Segoe Road
Madison, WI 53705
(608) 238-7787

Part IV

Appendixes



SIX TYPES OF FAMILY—COMMUNITY PARTICIPATION

Parenting—Build on parenting strengths and help families improve parenting skills. Facilitate support systems and networks to enable families to effectively nurture their children.

Communicating—Design and implement effective two-way communication practices to reach families, both individually and collectively. These practices should ensure that families and school staff communicate back and forth about their children.

Learning at Home—Provide for families and school staff to work together in developing learning goals and offering opportunities for learning activities at home and in the community to meet the goals.

Volunteering—Recruit and organize volunteer participation from families and the community at-large.

Decision Making—Design governance structure through which parents are partners in policy decisions so that families have opportunities to give their opinions and to participate in decision making about school programs. Recruit families to act as advocates and decision makers and represent other parents and families.

Community Outreach—Establish partnerships with individuals and organizations in the community.

**Based on the research of Joyce Epstein, co-director, Center on Families, Communities, Schools & Children's Learning, John Hopkins University. Implementation through the League of Schools Reaching Out, Institute for Responsive Education, Boston.*

GETTING IT DONE

Leadership—Who is in charge and has the authority to organize and assign tasks? One person should be accountable for the results.

Analysis—What are the needs and challenges? What results do you want? Develop a basis for your efforts.

Planning and Policy Development—What must be done? How? Who will do it? What is the time line? School board policy and district and school procedures may need to be developed.

Action/Implementation—With the groundwork laid, how much of the plan can you put in place? While the six types of family-community participation for schools are interrelated and important for a comprehensive approach, determine what is possible and practical at any given time. Don't delay doing something because the whole plan is not in place.

Evaluation—What worked? What didn't? What needs changing or fine tuning? Listen and learn from experiences.

Wisconsin Department of Public Instruction, John T. Benson, State Superintendent

Learning Together

A Checklist for Schools

Making Your Family-Community Partnership Work

Following are examples of practices and programs that schools and districts can use to encourage family and community support of children's learning. They are meant to be advisory and should be adapted to each school's or district's needs.

Parenting and Family Skills

- ❒ 1. We sponsor parent education and family learning workshops.
- ❒ 2. We ask families what types of workshops or informational events they would be interested in attending and what session times are most convenient for them.
- ❒ 3. We provide families with information on child development.
- ❒ 4. We lend families books and tapes on parenting and parent workshops.
- ❒ 5. We provide families with information about developing home conditions that support school learning.
- ❒ 6. We survey parents to determine their needs, assign staff members to help address those needs, and work to link parents with community resources.
- ❒ 7. We have a family resource center or help parents access other resource centers in the community.
- ❒ 8. We have support groups for families with special interests and needs.
- ❒ 9. We train staff members and support them in reaching out to all families.

Communicating

- ❒ 1. We have parent-teacher-student conferences to establish student learning goals for the year.
- ❒ 2. We listen to parents tell us about their children's strengths and how they learn.
- ❒ 3. We follow the "Rule of Seven:" offering seven different ways that parents and community members can learn about what is happening in the school and comment on it.
- ❒ 4. Teachers have ready access to telephones to communicate with parents during or after the school day.
- ❒ 5. Staff members send home positive messages about students.
- ❒ 6. We make efforts to communicate with fathers.
- ❒ 7. Parents know the telephone numbers of school staff members and the times teachers are available to take phone calls from parents.
- ❒ 8. We involve families in student award and recognition events.
- ❒ 9. We encourage and make provisions for staff members to talk with parents about the child's progress several times each semester.
- ❒ 10. We communicate the school's mission and expectations for students to parents. The school has a homework hotline or other kind of telephone system.
- ❒ 11. We provide parents with structured ways to comment on the school's communications, for example, with mailed, phone, or take-home surveys.
- ❒ 12. We have staff members available to assist and support parents in their interactions with the school (i.e. home-school liaisons).
- 13. We send home communications about
  - ❒ student academic progress
  - ❒ meetings at school
  - ❒ how parents can be involved in student activities
  - ❒ PTA/PTO
  - ❒ student discipline
  - ❒ child development
  - ❒ the curriculum
  - ❒ how parents can be involved as volunteers
  - ❒ how parents can be involved in school governance
  - ❒ how parents can help with homework and encourage learning at home
  - ❒ community resources available to families
  - ❒ how parents can communicate with school staff
  - ❒ the school's philosophy of learning.
- ❒ 14. Staff members make home visits.
- ❒ 15. We directly speak to parents (does not include leaving messages on answering machines) if students are having academic difficulty or causing classroom disruptions **before** a crisis occurs.
- ❒ 16. We provide copies of school textbooks and publications about the school to the public library.

Learning at Home

- ❒ 1. We have a structured program to help parents assist their children with homework.
- ❒ 2. We offer learning activities and events for the whole family.
- ❒ 3. We invite parents to borrow resources from school libraries for themselves and their families.
- ❒ 4. We link parents with resources and activities in the community that promote learning.

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❒ 5. We give parents questionnaires they can use to evaluate their child's progress and provide feedback to teachers.

❒ 6. School staff and school communications help parents link home learning activities to learning in the classroom.

Volunteering

❒ 1. We encourage families and other community members to attend school events.

❒ 2. We offer youth service learning opportunities for students who want to volunteer in the community.

❒ 3. We help school staff learn how to work with parent and community volunteers.

❒ 4. We **ask** family members how they would like to participate as volunteers at their child's school or in the community.

5. We encourage family and community members to become involved as

❒ participants in site-based management councils
❒ presenters to students on careers and other topics
❒ assistants with art shows, read-aloud events, theater workshops, book swaps, and other activities
❒ tutors/mentors
❒ chaperones on field trips and other class outings
❒ instructional assistants in classrooms, libraries, and computer labs
❒ non-instructional assistants
❒ from-the-home contributors of baked goods, assembling materials, typing, etc.

❒ 6. We have a program to recognize school volunteers.

❒ 7. We offer volunteer opportunities for working and single parents.

❒ 8. We gather information about the level and frequency of family and community participation in school programs.

Governance and Advocacy

❒ 1. We encourage parents to attend school board meetings.

❒ 2. We assign staff members to help parents address concerns or complaints.

❒ 3. We invite staff and parent groups to meet collaboratively.

❒ 4. We help families advocate for each other.

5. We involve parents in

❒ revising school and district curricula
❒ planning orientation programs for new families
❒ developing parenting skills programs
❒ establishing membership for site-based councils
❒ hiring staff members.

Community Outreach

❒ 1. We act as a source of information and referral about services available in the community for families.

❒ 2. We use a variety of strategies to reach out to adults, families, and children of all ages, races, and socioeconomic backgrounds in the community.

❒ 3. We encourage local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fund-raising events.

❒ 4. We encourage staff and students to participate in youth service learning opportunities.

❒ 5. We open our school buildings for use by the community beyond regular school hours.

❒ 6. We work with the local chamber of commerce or business partnership council and public library to promote adult literacy.

❒ 7. We have a program with local businesses that enhances student work skills.

❒ 8. We widely publish and disseminate school board meeting notices, summaries, and board policies and agendas, and encourage the feedback and participation of community members.

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Families in Education

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LEARNING TOGETHER

Survey of Interest for Volunteers

(Sample)

You are invited! As a volunteer, you can help children learn.

Please share your time, skills, or interests with our students. You need not be experienced in teaching, just willing to share. The gift will help our students develop positive attitudes toward learning and motivate them to achieve their potential.

On the form below, please indicate how you are willing to help. We have provided a list to give you some ideas. We welcome your suggestions. This form may be returned in person or by mail to any school office. We will contact you regarding future involvement. Thank you!

Your name

Telephone Area/No

(Daytime)

(Evening)

Address

Names and grades of your children, if any, attending our schools

I am willing to help students by

❑ coming to school ❑ working from my home ❑ no preference

I prefer to work at *(name of school)*

I prefer to work with the following students

❑ elementary ❑ middle school ❑ high school ❑ no preference

I have the following skills to share:

- ❑ sewing/needlecraft
- ❑ working with one child
- ❑ typing/word processing
- ❑ working with a small group
- ❑ making phone calls
- ❑ making a presentation to a class
- ❑ cutting paper shapes
- ❑ installing/designing bulletin boards
- ❑ working with simple carpentry
- ❑ shelving/cataloguing books
- ❑ filing
- ❑ posting flyers in the neighborhood
- ❑ making posters/banners
- ❑ providing childcare
- ❑ reading stories to children or listening to them read
- ❑ bookkeeping
- ❑ keeping score at athletic events
- ❑ working on publicity
- ❑ helping with math or science skills
- ❑ providing transportation
- ❑ organizing school events or fund-raisers
- ❑ chaperoning field trips, bus trips, or dances
- ❑ writing grants
- ❑ school decision-making or advisory committees
- ❑ talking about career

Other ways I could help

My other hobbies/skills (e.g., camping, architecture, Swedish cooking, local history, calligraphy, etc.) are

I have access to

❑ typewriter or word processor ❑ pickup truck or van ❑ audio tape recorder ❑ video camera

Volunteer Screening Reference Letter

(Sample)

Dear _____: _____*(Date)*

_____has applied for a volunteer position with the _____*(School/Program)*. Your name has been given as a personal reference. Please complete this form and return it in the enclosed envelope.

The program provides meaningful volunteer activities. Volunteers respond to local community needs in many human service areas throughout the area.

Volunteer position applied for: _____

1. How long have you known the applicant? _____

2. How well do you know the applicant? *(Check)*
   ❑ very well ❑ well ❑ average ❑ little ❑ very little

3. Your relationship to the applicant: *Check* ❑ co-worker ❑ employer ❑ friend ❑ relative ❑ other *(Please specify)* _____

4. In your opinion, would this person be a responsible and reliable volunteer for the applied position?
   ❑ Yes ❑ No *(Please explain)*

5. Would you recommend the applicant as a volunteer with our program? ❑ Yes ❑ No
   (Please explain)

6. Is there anything about this individual that would cause difficulty in their participation as a volunteer?
   (If so, what?)

7. *Please check the most appropriate column that best describes the applicant.*

	Usually	Sometimes	Never	Don't Know
Cooperative	❑	❑	❑	❑
Calm under stress	❑	❑	❑	❑
Patient	❑	❑	❑	❑
Well-adjusted	❑	❑	❑	❑
Confident	❑	❑	❑	❑
Personable	❑	❑	❑	❑
Able to make decisions	❑	❑	❑	❑

Reference's Signature ➤	Date Signed

Thank you for completing this form. Please return it to *(Name of School Volunteer Coordinator and School's Address)*

Source: RSVP of Dane County

Volunteer's Emergency Information

(Sample)

Personally identifiable information collected on this form will be used to best handle any emergency medical situation that may occur. Such information will not be released without permission and will be retained only for the duration of volunteer service.

Volunteer's Name

Name of Person to contact in case of an emergency:	Telephone Area/No. *(Home)* *(Work)*
If there is no answer, call: *(Name of Relative, Neighbor, etc.)*	Telephone Area/No. *(Home)* *(Work)*
I authorize all treatment deemed advisable and suggest : (*Name of Doctor)*	Telephone Area/No. *(Home)* *(Work)*

OR, the Emergency Room at *(Hospital, Clinic, or Other)*

OR, if unavailable, any appropriate medical care deemed advisable by volunteer station authorities

❑ Yes ❑ No

Volunteer's Signature *(Cross out any of the above options you do not want)* ➤	Date

IMPORTANT

If you have any unusual health hazards such as easily bleeding, serious drug allergies, or are not to be referred to a doctor for religious reasons, put an "X" in the box and describe the situation in this space.

I am taking medication on a continuing basis for the following conditions:

Medication	Condition

Source: RSVP of Dane County

School:

Volunteer Program

Hour Log Sheet

Month:

Volunteer Name	Phone	Grade Unit	Time In & Out	Day	Date	Teacher/Program/Activity

- *Please sign in when entering the building.*
- Thank you! Your time and effort as a school volunteer are greatly appreciated.

Source: Janesville School District

Volunteer's Evaluation of Short-Term School Program

(Sample)

Return to: School Volunteer Coordinator

Date of Assignment	Date Request Received
School	**Teacher's or Supervisor's Name**

Volunteer's Name

Volunteer's Assignment	Total Hours per Assignment

What were the strengths of the assignment?

What were the weaknesses of the assignment?

Would you accept this type of program again?	How did the children react to the program?	Did the children appear to be comfortable with you?
❑ Yes ❑ No	❑ Excellent ❑ Good ❑ Fair ❑ Poor	❑ Yes ❑ No

Additional Comments

Source: RSVP of Dane County

School Volunteer's Evaluation of Program *(Sample)*

Volunteer's Name	School

Teacher's/Supervisor's Name

1. Describe what you do as a school volunteer:

2. How would you describe your volunteer experience?
   ❑ Excellent ❑ Good ❑ Satisfactory ❑ Unsatisfactory

3. Does the teacher ask you how the students are doing? ❑ Yes ❑ No

4. Does the teacher let you know how you are doing? ❑ Yes ❑ No
   In what way?

5. Do you think you have adequate time to discuss the students and assignments with the teacher?
   ❑ Yes ❑ No *Comments:*

6. Are you regular in attendance? ❑ Always ❑ Most of the time ❑ Sometimes
   If there are problems, please describe.

7. How would you rate the relationship you have with the students?
   ❑ Excellent ❑ Good ❑ Satisfactory ❑ Unsatisfactory

8. Do you work with any of the following minorities? If so, **how many** have you helped during the year?
   _____ African American _____ American Indian _____ Asian/Pacific Islander
   _____ Bi-racial _____ Spanish/Hispanic _____ Handicapped

9. How do the teacher(s)/supervisor and student(s) show you that you are appreciated?

10. Would you like to work with the same teacher/supervisor next year? ❑ Yes ❑ No
    If not, please explain:

11. How could the staff be more helpful to you?

12. May this information be shared with your teacher/supervisor? ❑ Yes ❑ No

13. Other comments

Source: RSVP of Dane County

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